

# Psychology 360: Personality Research Research Proposals

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## Outline

FOMO and Depression  
Design and Methods

Birth Order

Extraversion and Talking

Implicit Learning

Anxiety and Procrastination

Perfectionism and Anxiety

## FOMO and Depression: the darkside of studying abroad

Elizabeth Craan

1. an interdependent self-construal is positively associated with experiencing FoMO.
2. The benefits of studying abroad: 97% catalyst for increased maturity, 96% said increased self confidence
3. But, students feel like outsiders and desired to “belong”.
4. What explains this phenomenon of feeling like an outsider despite being immersed in a transformative experience? One explanation is self-construal.

## Self construal by cultures

1. Independent or interdependent selfs (but most people are a mix of both)
2. Cultures differ in emphasis upon independence and interdependence
3. Individualism – Collectivism

## FOMO

1. Particularly expected to be greater among interdependent self construals
2. In a highly individualist culture (Boston), collectivism scores were positively correlated with depression, social anxiety, obsessive-compulsive disorder and dependent personality.
3. for students residing in a collectivist culture (Istanbul), individualism scores were positively correlated with scales for paranoid, schizoid, depression, and antisocial personality disorder.

## Participants

1. 50 male and female college students from India in US
2. 50 male and female college students from US studying in India
3. Self Construal scale
4. FOMO scale
5. Beck Depression scale

## Feasibility

1. With email and the web, this is actually doable.
2. Need contact information for students

## Additions to basic design

1. US students in India (individualistic in collectivistic)
2. Indian students in US (collectivistic in individualistic)
3. If there are any differences, are they due to personality or to culture?
4. Need to add two groups:
5. US students in US (individualistic in individualistic)
6. Indian students in India (collectivistic in collectivistic)
7. There are still probably differences between those who want to be exchange students and not/
8. Consider prior exchange students versus non-exchange students

## Does birth order effect personality?

Two proposals: Breeya Young and Maria Herrera

1. Yes: e.g., [Sulloway \(1997, 2000\)](#); [Zajonc & Markus \(1975\)](#)
2. No: e.g., [Harris \(2011\)](#); [Johnson \(2000\)](#); [Townsend \(2000\)](#); [Rodgers, Cleveland, Van Den Oord & Rowe \(2000\)](#); [Rodgers \(2001\)](#)
3. Frank [Sulloway \(1997\)](#) and “Born to Rebel”: an evolutionary psychology explanation for rebellion in science
4. The Zajonc confluence hypothesis and intelligence ([Zajonc & Markus, 1975](#))
5. Rodger’s methodological critique ([Rodgers et al., 2000](#); [Rodgers, 2001](#))

## The Sulloway Hypothesis

1. Based upon an evolutionary psychology approach
2. First borns are conservative and follow along with parents to get resources
3. Later borns need to rebels in order to get resources
4. Implications for personality/creativity
5. Scientific revolutions
6. Extreme group design of religious martyrs and scientific revolutions

## The basic predictions

1. First borns assert dominance and are higher in conscientiousness
2. Later borns more sociable and agreeable
3. But, very large study with Project Talent shows trivial effect (Damian & Roberts, 2015a)
4. Prior confusion due to many underpowered studies (Damian & Roberts, 2015b)

## Birth order effects at NU

1. Find sibling pairs at NU
2. Administer NEO PI-R
3. Hypothesis of no difference (will be true due to lack of power).
4. Problem of selection bias: sib pairs at NU are probably less dissimilar than other sib pairs not both going to select university.
5. The missing data problem

## The Effect of Feedback on Extrovert and Introvert Talking Patterns

Gabe Minchev

1. Experimental test of CTA + Fleeson
2. An elaboration of the ([Antill, 1974](#)) talking study but with feedback

## CTA model predicts differences in talking behavior

1. [Revelle & Condon \(2015\)](#) proposed to model talking behavior for Introverts and Extraverts
2. This was trying to capture the study of [Antill \(1974\)](#) which showed that group size interacted with talking behavior and I/E.
3. This proposal examines the effect of feedback on subsequent talking behavior

## Observations of talking behavior

1. Hard to do in 1973, but modern apps make it easier
2. multi-stopwatch app does this
3. Allows one person to track multiple people

## the proposal

1. Cross group size with talking rate
2. Give feedback to Is and Es about talking

## Approach and Avoidance Motivation and Implicit Skill Learning

Peigen Shu

1. Implicit skill learning is an improvement after repetitive practice without conscious awareness
  - Typical task is Serial Reaction Time to four choice locations
  - choices appear random, but actually have sequential information
  - But is it really done without awareness?
2. Task does show low interference with cognitive load
3. But some evidence that “ego depletion” affects performance (Thompson, Sanchez, Wesley & Reber, 2014)
4. Ego depletion is just doing a prior difficult task

## Positive and Negative feedback effects

1. Performance improved with negative feedback ([Chon, Thompson & Reber, 2018](#))
2. Manipulated approach and avoidance motivation through promise of reward or loss at end of task.
3. “Avoidance motivation” and negative feedback enhanced performance

## Measure, don't manipulate, approach and avoidance motivation

1. Using the Approach-Avoidance Temperament Questionnaire (Elliot & Thrash, 2010) to assess Approach and Avoidance
2. Replication of Chon et al. (2018) but with temperament rather than manipulated motivation

## Anxiety traits and procrastination

Alexander Tymouch

1. Anxiety is prevalent among college students
2. Procrastination and social anxiety
3. 3 tasks given to students, allowing them to start when they want
4. Reading comprehension
5. Free reading

## Perfectionism and college attendance

Lizabeth Garcia

1. Perfectionism as a personality predisposition
2. Does perfectionism vary as generational status
3. First gen experience higher anxiety and perfectionism
4. Imposter syndrome and first generation students
5. Added social pressure

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